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ABSTRACT

This study examined the attitudes, beliefs, and concerns of second-year students in the University of Virginia teacher education program. One of the purposes of the second year course is to guide students in the process of making a career choice. "Teaching as a Profession" is the first professional course in the program. Students are involved in intensive study of an understanding of themselves and their decision to become a teacher, varying educational philosophies and how to begin the process of determining their own, and the idea of teaching as a profession. The 40 students who participated in the study were asked to write questions which they would like answered by a classroom teacher. These questions were operationalized as entry level concerns and were written prior to any course or field work. The thematic categories of the questions were teacher training, career, classroom management, parents, educational reform, pay, relations, students, qualities, instruction, and lifestyle. An analysis of the findings takes into consideration differences between prospective elementary and secondary teachers. Included in the appendices are typical questions asked regarding career choice, teaching skills, lifestyle, and educational policy. References are included as well as 4 tables displaying specific data on demographic variables reflected in 17 of the questions. (JD)

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IN THE BEGINNING:

THE QUESTIONS OF TEACHER EDUCATION STUDENTS

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Teacher educators have long been interested in what makes a good teacher. Recently, this has been manifested by increased attention in teacher education programs on teacher development. There have been increased efforts to understand the evolution of college students into capable, competent, and, lately, reflective practitioners. Some of these efforts are descriptive, others are prescriptive (Feiman & Floden, 1980). At this time, there is no unifying theory of teacher development. A number of studies have been conducted which look at the concerns, perspectives, and beliefs of teachers across time. Some of the findings have been tentative, others incongruent, indicating a need for further research in this area.

Various methods of study have been used. Questionnaires, attitude scales, and critical incident forms have all provided data about concerns in both the preparatory and professional life of teachers. Although descriptive research on teacher evolution is still progressing, some commonalities in the concerns expressed by entry level students, student teachers, and beginning teachers have been found. Demographically, we know that most entry level students are Caucasian females who have had some experience working with children as camp counselors, babysitters, and/or tutors (Book, Byers & Freeman, 1983). These experiences help students develop a positive attitude about teaching. These students have high expectations for the practical knowledge provided by field experiences, low expectations for the amount of pedagogical knowledge needed to be successful in the classroom, and relatively high expectations for their own teaching success (Weinstein, 1988). Elementary education majors appear to view

teaching from the perspective of interpersonal relationships while secondary students often mention subject matter as a primary focus for teaching (Pigge & Marso, 1986). Fuller & Bown (1975) suggest that concerns about survival in the teacher education program are characteristic of preservice students.

It has been found, however, that preservice students appear to be concerned with the impact their teaching has on individual students as well as their own concerns for being successful in their teacher training program (Reeves & Kazelskis, 1985). Students in early stages of their preparation have also been found to rank classroom management concerns lower than do beginning teachers and appear more concerned with handling the work load involved in teaching, motivating students, dealing with the needs of both slower and culturally diverse students, and knowing the subject matter they are to teach (Silvernail and Costello, 1983; Weinstein, 1988).

Silvernail and Costello also found significant differences in problem ranking by teaching level. Preservice students interested in teaching at the secondary level rated classroom discipline, meeting the individual needs of students and collegial relations concerns lower than did students planning to teach at the elementary level. It is assumed that the expected differences in the future teaching environment between secondary and elementary teachers may result in differences in concern emphases. In addition, it has been hypothesized that since students in the earliest stages of professional training have not been exposed to the realities and complexities of the classroom environment,

concerns will not be identical with those of the beginning teacher struggling to meet the day to day demands of the classroom (Weinstein, 1988).

Preservice students are optimistic about their current and future capabilities as teachers, although these novices probably view the classroom in a different, less complex way than either the beginning or expert teacher (Carter et. al., 1988). Preservice students who have completed student teaching have shown less survival anxiety. They are more comfortable being observed, are less concerned with being accepted and respected by future colleagues, feel more adequate as teachers and more able to cope with parent teacher conferences. They also show less anxiety about their own ability to perform in front of a class (Marso and Pigge, 1986). Housego and Bold, (1986) found that student teachers' critical incident reports focused on classroom management concerns (similar to a major concern of beginning teachers) and basic teaching-learning strategies and relationships with supervisors (a definite survival concern). Goodman (1985) found that student teachers showed a great concern with getting children through the prescribed curriculum, an influence no doubt of the schools in which these students found themselves.

The field placement setting certainly affects the way in which students develop concerns and expectations about their future roles as teachers. The past experiences of preservice students also affect the way in which they perceive their roles as future teachers and the ways in which they develop particular beliefs and concerns about teaching. Individual characteristics must also be considered in the development of those beliefs and

concerns. And of course, the setting and qualities of the teacher training program itself have an effect. An example of these complex environments is presented in Goodman (1988). He indicates that a concern for controlling the classroom by cooperating teachers, principals, and university faculty as a goal of training may be reflected in the preservice teacher's beliefs about teaching and the role of the teacher. These beliefs may be reinforced by the student's past experiences in schools and their own need to show competence by being in control of the class.

Goodman also describes what he calls "intuitive screens" which students bring with them into teacher training programs. These screens provide a perceptual scaffolding from which sense is made of the concepts, ideas, and activities provided in the training program. These intuitive screens appear to be related to the concept of attention in information processing theory. These screens may shape the attention preservice students pay to the information provided in the training environment. Some information may be focused on while other bits are ignored or lost. Thus, the screens or perceptions students bring to the training program may influence learning outcomes. We can thus assume that teachers are molded not only by the program from which they graduate, the cooperating teacher with whom they work, and the pull of the organizations in which they find themselves , but also by their own past experiences (as interpreted by their intuitive screens). Sorting out these interactions and influences is a difficult task for teacher educators. Currently, it is necessary that more descriptive information about students and

programs be collected. Examining teacher education from both developmental and ecological perspectives has major implications for both teacher training and the profile of the public school of the future.

Subject Characteristics and Context of the Study

The sample for this study was comprised of second-year students in the University of Virginia Five Year Teacher Education Program in 1986-87. Demographically, they are fairly typical of entry-level students in schools of education. Eighty-seven of the 100 students were women. The group was largely white. As would be expected, the proportion of women was higher among those specializing in elementary as opposed to secondary education (95.12% vs. 78.43%). Only six members of the sample were over age 22.

The sample included 40 students in elementary education, 51 in secondary education, and 9 students in fields which award multi-level certification (K-12 physical education and special education).[1]

One of the purposes of the second year course is to guide students in the process of making a career choice. After class and field experience, some students decide that teaching is, after all, not their best option. Should this occur, students can continue programs in their major fields with no loss of credit, counting the education course as an elective. This structure allows students who are less than committed to the profession to pursue other options. Vance and Schlechty (1982) found that 11% of high-quintile SAT scorers went into teacher

training programs ten years ago. Of those, 7% accepted teaching positions. The University of Virginia is a highly selective university. Of the 100 students in the sample, 17 have left the program.

The University of Virginia Five Year Teacher Education Program is based on the concept of the teacher as decision maker. Therefore, program components emphasize the identification and examination of educational alternatives and issues. Coursework and field experiences train prospective teachers in basic professional knowledge and skills, but also go beyond these to focus on the process of reflective thinking. Students are encouraged to become decision makers by identifying problems, examining issues from various points of view, generating alternative solutions, and hypothesizing potential consequences.

"Teaching as a Profession" is the first professional course in the program. Students are involved in intensive study of an understanding of themselves and their decision to become a teacher, varying educational philosophies and how to begin the process of determining their own, the current organization of schools, life in schools and classrooms, and the idea of teaching as a profession. This second year course is designed to capture the "whole-heartedness" that Dewey (1933) says is necessary for reflective thought. Immersing the students in schools and schooling at the earliest point in their professional training capitalizes on the enthusiasm they bring to their new career choice and helps them develop concepts and beliefs about teaching.

The first class session provides students with the goals of the course, an overview of current reform efforts and the relationships these reforms have to the teacher education program of which they are a part. The initial lab focuses on one of the program's three major strands-computer literacy. Students are taught to use Word Perfect and have access to electronic mail and caucusing programs. The first assignment required of students combines practice in word processing with preparation for a later activity--the interviewing of a practicing teacher. Students are asked to write questions which they would like answered by a classroom teacher. No limit is put on the number or content of the questions. These questions provide the data base for this study. It is assumed that students listed questions which were important to them and which they wanted answered. These questions were operationalized as entry level concerns and were written prior to any course or field work (excluding the first class session previously described).

Methodology

A qualitative methodology was chosen because of its suitability for working with descriptive, exploratory data. By using a discovery and process-oriented approach, we hoped to develop some broad conceptual categories which would be useful in understanding and defining the concerns of entry-level, preservice teachers. Some descriptive statistics, however, have been computed in order to present some digestible data. We took the advice of Reichardt and Cook (1979) who noted that researchers

should be able to freely "choose a mix of attributes from both [qualitative and quantitative] paradigms so as to best fit the demands of the research problem at hand." (p.18).

The documentary artifacts consisted of the sets of interview questions prepared for use later in the semester. The data was collected during the first week of students' initial professional course in order to limit the environmental influences of the teacher education program as much as possible.

Examination of the data was carried out through content analysis techniques. Each student-generated question was considered as an independent coding unit. After an exploratory evaluation of the 2388 questions, we found that 308 were related to demographic characteristics of the teachers being interviewed (e.g. What is your name? How long have you been teaching? At what school do you teach?). Those questions were removed from the analysis, leaving the total number of questions at 2080.

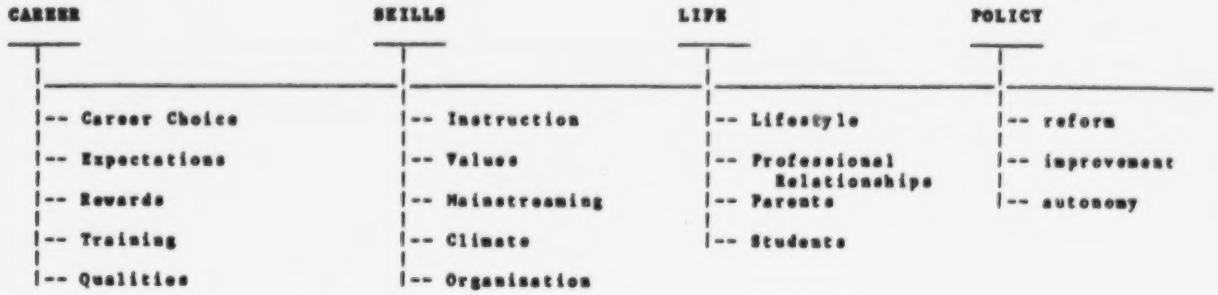
We looked back to our goal of trying to develop a conceptual framework which reflected the concerns of preservice students, a step analogous to the identification of variables and creation of items in developing a questionnaire (Covert, 1977). After this preliminary work, we developed a twelve-category system. The thematic categories were teacher training, career, classroom management, parents, reform, pay, relations, students, qualities, instruction, and life.

As a team, we then assigned each of the questions into the twelve categories; this type of triangulation was necessary to ensure the consistent application of the coding scheme. The

questions were then sorted using Ethnograph (Seidel, Kjolseth, and Seymour, 1988), a qualitative data analysis software program. After analyzing these results, several common themes emerged within a category. Thus, we expanded the number of categories to seventeen. These are listed in Figure 1, and described with examples from each category in Appendix A.

Figure 1

Preservice Teacher Questions



From the seventeen subcategories, four larger categories of question types emerged (See Fig. 1). The first category, labeled CAREER, included questions involving career choice, the teacher's expectations of the teaching profession, types of rewards (both positive and negative) received from teaching, the types of training teachers had and the degree to which they perceived it as beneficial, and teachers' perception of a good teacher.

Students were concerned about teachers' day to day lives and responsibilities in the school, as well as their relationships with students, colleagues, parents, and even their own families. These questions were grouped together in the LIFE category.

Given that the Five-Year Program of which these students are part is a result of the reform movement, and that fact that the

only content presented to these students prior to this assignment were readings about this movement, it is no surprise that a number of questions fell into a category labeled POLICY. These questions included specific items related to the Carnegie Report, concerns about schooling in our society, how national and local programs can be improved, and how much control teachers have in both the reform process and in the classroom.

The SKILLS category included questions dealing with instruction, classroom climate and organization. Questions about values in the classroom and dealing with students of varying abilities and special needs were also included.

We then computed various descriptive statistics, including the mean number of questions asked and the number of students who asked questions in each of the thematic categories. We also analyzed the questions using five sets of demographic characteristics of the students; i.e., sex, age, teaching level, teaching field (elementary, special education, English, math, foreign language, science, social studies, and physical education), and current status (in or out) of this program.

Some of these data hinted at possible differences among groups, i.e., is there a difference between male and female students about training concerns? We ran a number of chi-square tests, appropriate for nominal data, to determine if there were, in fact, any significant differences. None were found, although in many cases, the cell sizes were too small to meet the assumptions of the chi-square test.

Results

The total number of questions asked by 100 students and analyzed for this study was 2080. Students asked an average of 20.8 questions each, with the number of questions per student ranging from 7 to 41. After coding students' questions into the seventeen subcategories, it was found that questions of individual students fell into between 4 and 13 of the categories. The average number of categories for a student's questions was 8.53.

Figure 2

	Number Questions Asked	% of Total Questions	Number of Students	% of Total Students
CAREER	847	40.72	97	97.00
SKILLS	353	16.97	75	75.00
LIFE	490	23.56	94	94.00
POLICY	390	18.75	85	85.00

Figure 2 shows the distribution of questions asked in each of the four main categories. Also listed are the number and percentage of students who asked at least one question in that category. (For descriptive information, see Appendix B). CAREER questions predominate with 97% of the students asking 847 questions, 40.72% of all questions asked. These students have entered a program which requires an extra year of study at the university level in order to receive teaching credentials. However, the high proportion of career questions suggests that this group of students has not resolved all of their doubts about their career choice. Many of the career questions focused on how

and when the decision to be a teacher is made, what pressures are brought to bear on students who choose teaching as a career, and whether or not experienced teachers' expectations of their profession have been met. Some of this concern may have been influenced by the type of institution in which this program is found. Students in a highly selective institution may be asked to frequently justify their decision to teach, forcing them to continually reexamine this decision.

Questions which fell into the LIFE category were largely designed to gain information about the realities of teaching and their influences on an individual's lifestyle. These concerns are clearly related to the choice of teaching as a career, and comprise 23.56% of the total number of questions asked. Ninety-four percent of the students in the sample asked questions in this category.

Students were also interested in what schools might look like in the future. Eighty-five percent of the sample asked a total of 390 questions about policy issues and the current reform movement, as well as improvement of the teacher's own school.

The fewest questions (353) were related to the technical skills of teaching. Of these questions, the majority focused on motivating students, keeping their attention, and creating a positive classroom environment. Very few were related to curriculum or student assessment, meeting the needs of individual learners, or the problems associated with values in the classroom. Not surprisingly, this indicates that these are not overriding concerns of entry level students.

Discussion

It is difficult to compare the findings of this study with others examining the attitudes, beliefs, and concerns of entry-level students. The data generated in this study was naturally occuring, the sample is not easily generalizable to other populations, and the assignment was open-ended rather than structured by an instrument. We have gathered, however, information about these students which is both interesting and useful. Even committing to a five-year program in teacher education does not lessen the concern with career choice at this point in their lives. Students are interested in having practicing professionals describe the influence teaching has on their lives more than the impact that teaching has on students.

If, as Goodman (1988) suggests, students use past experiences to develop images of what a teacher is and use these images to interpret training experiences, then we as teacher educators need to be aware of the screens brought to training programs by entry level students.

Using Fuller's model of teacher development as an analytic tool, we can see that entry-level students have not yet begun to be concerned with their survival as teacher education students. Concerns with self, according to Fuller, include getting along well with university supervisors, receiving favorable evaluations, and feeling adequate as a teacher. Our sample of entry level students did not address these concerns. Their initial field experiences were several weeks away and did not include teaching responsibilities so that these survival concerns were not

relevant. To some extent, though, concern with self can be seen in the manifestation of concerns about their decision to become a teacher. Career questions could be interpreted as attempts to identify their uncertainties with someone who has progressed through the decision stage and become a successful professional.

The next stage in Fuller's model is task concerns. These include lack of resources, work load, and the routines found in the day to day life of teachers. These concerns were addressed in the LIFE category and can be seen as a way to gather information to affirm or reject the image of the teacher brought to the training program by the student.

As found in other studies, these students appear to be less interested in the impact their future teaching will have on students, although some concern was evident. The number of questions in the subcategories MAINSTREAMING and VALUES were low and the broad category of technical skills received the least amount of attention. The students wanted more information on what to expect in day to day routines, in terms of respect from colleagues and society in general and the possibility of future broad changes in the teaching environment than on the impact that their teaching might have on pupils. Perhaps, they, like beginning teachers, are so concerned with the immediate problems facing them, the way in which they might impact on children is lost. In the case of first year teachers, organizing and managing a classroom predominate their concerns (Veenman, 1984). In the case of entry-level students, whether or not they have made the correct professional choice is predominant.

These findings have tremendous implications for both the specific context in which this sample is being trained and for teacher education programs in general. The implications for program evaluation and development within the context of the Virginia program are several. First, one of the program's goals is to support students in their career decision. Since this decision appears much more complicated and tentative than generally perceived, the program will need to provide even more support during the decision making process. Second, the distribution of questions in the various categories indicates that entry level students in this program appear to be thinking reflectively about the impact of their career choice on their future. The questions in the career and life categories were both numerous and broad, showing that students had given a great deal of thought to the problems and issues associated with career decisions. Finally, if we look at a continuum of professional development, this sample is still ensconced in the role of student. This is to be expected at the entry level in a professional program. Since the goal of teacher education is to help students along the continuum, it is important that program developers include a number of experiences which encourage students to view issues from a more professional perspective. Students in the sample did not attend to the technical aspects of teaching to the same degree as career choice. Again, this is not unusual. It must be kept in mind, however, that for students to attend to these issues, to develop concepts critical to the teaching profession, experiences will have to be provided which encourage students to expand their interest in the profession

beyond the level of career choice, to expand that intuitive screen so that new images of the role of teacher emerge. Specifically, the second year course at this institution, while providing support during the career choice phase of students, will need to help students become more aware of other critical components of schools, schooling, and teaching.

We foresee that this study will form a basis for a longitudinal research effort which will follow this group of students through later stages of the program, including the student teaching and action research experience. This will give us an opportunity to find out to what degree students move towards a professional perspective as they progress through the program. If this and other descriptions of the concerns, beliefs, and attitudes of students throughout their professional training and induction years, an as they evolve into expert practitioners continues, we will have a stronger basis for teacher education program development.

NOTES

1. This sample represents 90% of the students enrolled in the second year class. We were not able to retrieve interview questions for each student. Several students did not contribute their hard copies for inclusion in the data bank of questions. Others submitted difficult to read photocopies which were excluded from this data analysis.

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APPENDIX A

CODING CATEGORIES AND CONVENTIONS

I. **CAREER**

A. **Career choice** - Questions regarding career decisions and expectations, including when career decisions were made and if the same decision would be made again. Also includes questions concerning past experiences and goals for the future.

Examples: What made you decide to become a teacher? What do you think you'll be doing in five years? What did your family think of your decision to become a teacher?

B. **Expectations** - Questions related to past and future expectations of teaching.

Examples: Is teaching everything you thought it would be? If you had it to do all over again, would you still become a teacher? Do you ever regret that you decided to teach?

C. **Rewards** - Questions dealing with salary as well as less tangible rewards of and compensations for teaching--satisfaction, respect, etc.

Examples: If teaching could bring you more money or respect, which would you choose? Do you hold a second job to make ends meet? Are there non-tangible compensations that you derive from teaching which offset the low monetary reward? What is the most rewarding aspect of teaching?

D. **Training** - Questions concerning particular phases of teacher training, evaluation of training programs, suggestions for training teachers, and other training experiences relevant to teaching.

Examples: What degree did you graduate with? Do you think it is important for a teacher to have a graduate degree? Do you agree with the Carnegie Commission's recommendations for teacher education? How well do you think your college program prepared you to be a teacher?

E. **Qualities** - Questions concerning the characteristics/qualities of a good teacher.

Examples: What do you think makes a good teacher? Does a good teacher need to be self-sacrificing? Do you consider yourself a good teacher?

II. SKILLS

A. Instruction - Questions related to planning, implementation, and evaluation of instruction. Includes questions dealing with materials, choice of curriculum, and types of assignments.

Examples: Do you follow the same lesson plans every year, or do you change them annually? What do you do to motivate students who seem disinterested? How is the curriculum selected? What do you do when you don't know the answer to a student's question? What kinds of learning activities do kids enjoy the most?

B. Values - Questions concerning the role of values as content in instruction, as well as questions concerning the teacher's own values in the classroom.

Examples: Do you ever feel that you are imposing your own morals on students? How do you deal with the question of morals being taught in the classroom? How do you deal with questions about religion?

C. Mainstreaming - Questions about the needs of exceptional students and how teachers and schools meet the needs of a variety of students.

Examples: Are there any classes for gifted students in your department? How do you feel about mainstreaming? If a student is having a lot of trouble with your subject, how do you handle the problem?

D. Climate - Questions related to the affective environment in the classroom, including methods of disciplining students.

Examples: What do you do with a student who talks too much? What kind of atmosphere do you try to promote in the classroom? How do you react to studens who are blatantly disrespectful? Do you think you run a "strict" classroom or do you prefer a "looser" atmosphere?

E. Organization - Questions concerning routines and procedures, as well as the physical environment of the classroom when related to routines and procedures.

Examples: Do your students have assigned seats? How do you start the first day of class? Describe your classroom.

III. **LIFE**

A. **Lifestyle** - Questions concerning the day-to-day life of a teacher, and how being a teacher might impact one's lifestyle.

Examples: How much time do you put into your job outside of school hours? What do you do in the summer? Does teaching interfere with your home life? How do you feel at the end of a typical day? Is it hard to teach and maintain a family at the same time?

B. **Professional Relationships** - Questions concerning the teacher's relationships with other teachers and administrators and their perceptions of these teachers and administrators.

Examples: Do you like your principal? If you had constructive advice for another teacher, would you feel comfortable sharing it? Could you describe the relationship between the teachers and the administration? How much do you collaborate with other teachers?

C. **Parents** - Questions dealing with the role of the students' parents (as well as the community at large) in the child's education and the teacher's relationship with the parents.

Examples: Are your students' parents involved in their education? How do you handle an irate parent? What kinds of problems do you find that most parents bring up about their children's education?

D. **Students** - Questions concerning the teacher's relationships with students and their perceptions of both these relationships and students today.

Examples: Do you feel students are as motivated to learn today as they used to be? Have you ever had a personality conflict with a student? Which age group is your favorite to teach? How do you gain the respect of your students?

IV. **POLICY**

A. **Reform** - Questions dealing with broad educational reform issues other than teacher training. Includes schooling in our society, societal problems which impinge upon schools, and goals of schooling in our society.

Examples: What is the greatest problem in education today? What do you think about the public's attitudes toward teaching as a profession? Do you believe it is important to encourage greater numbers of minorities to consider teaching?

B. **Improvement** - Questions concerning change and reform at the district or individual school level.

Examples: What is your biggest frustration with this school? Do you have as many materials as you need in your classroom? If you could change one aspect of your school, what would it be?

C. **Autonomy** - Questions concerning the degree of control a teacher has over the teaching environment and process.

Examples: Should teachers have more freedom in deciding what to teach? Do you think that teachers should have more autonomy? Does your school have a dress code for teachers?

APPENDIX B

Number of Questions Asked and Number of Students Who Asked Questions in Each Category by Major Demographic Variables

	Still in Program		Have Left Program	
	N	%	N	%
QUALITIES	28	33.33	6	35.29
REFORM	61	72.62	14	82.35
ORGANIZATION	15	17.86	2	11.76
AUTONOMY	34	40.48	9	52.94
PARENTS	33	39.29	2	11.76
RELATIONS	43	51.19	7	41.18
MAINSTREAM	11	13.10	3	17.65
CLIMATE	47	55.95	5	29.41
CAREER	80	95.24	17	100.00
IMPROVEMENT	34	40.48	10	58.82
LIFESTYLE	65	77.38	8	47.06
INSTRUCTION	55	65.48	11	64.71
STUDENTS	65	77.38	12	70.59
REWARDS	51	60.71	9	52.94
EXPECTATIONS	37	44.05	7	41.18
TRAINING	64	76.19	14	82.35
VALUES	9	10.71	0	0

Number of Questions Asked and Number of Students
Who Asked Questions in Each Category by
Major Demographic Variables

By Sex

	MALE		FEMALE	
	N	%	N	%
QUALITIES	2	15.35	32	36.36
REFORM	9	69.23	66	75
ORGANIZATION	5	38.46	12	13.64
AUTONOMY	4	30.77	39	44.32
PARENTS	2	15.38	33	37.50
RELATIONS	4	30.77	46	52.27
MAINSTREAM	2	15.38	12	13.64
CLIMATE	9	69.23	43	48.86
CAREER	11	84.61	86	97.73
IMPROVEMENT	5	38.46	39	44.32
LIFESTYLE	9	69.23	64	72.73
INSTRUCTION	9	69.23	57	64.77
STUDENTS	7	53.85	70	79.55
REWARDS	10	76.92	50	56.82
EXPECTATIONS	5	38.46	39	44.32
TRAINING	11	84.61	67	76.14
VALUES	1	7.69	8	9.09

Number of Questions Asked and Number of Students
Who Asked Questions in Each Category by
Major Demographic Variables

By Certification Level

	Elementary		Secondary		K-12	
	N	%	N	%	N	%
QUALITIES	17	41.46	15	29.41	2	22.22
REFORM	37	90.24	32	62.75	6	66.67
ORGANIZATION	5	12.20	10	19.61	2	22.22
AUTONOMY	17	41.46	23	45.10	3	33.33
PARENTS	18	43.90	16	31.37	1	11.11
RELATIONS	14	34.15	31	60.78	5	55.56
MAINSTREAM	4	9.76	9	17.65	1	11.11
CLIMATE	20	48.78	27	52.94	5	35.56
CAREER	39	95.12	49	96.08	9	100.00
IMPROVEMENT	14	34.15	27	52.94	3	33.33
LIFESTYLE	29	70.73	35	68.63	9	100.00
INSTRUCTION	24	58.54	37	72.55	5	55.56
STUDENTS	33	80.49	40	78.43	4	44.44
REWARDS	24	58.54	32	62.75	4	44.44
EXPECTATIONS	18	43.90	21	41.18	5	55.55
TRAINING	31	75.61	40	78.43	7	77.78
VALUES	4	9.76	4	7.84	1	11.11

Number of Questions Asked and Number of Students
Who Asked Questions in Each Category by
Major Demographic Variables

By Age

	22 or under		Over 22	
	N	%	N	%
QUALITIES	31	32.63	1	16.67
REFORM	72	75.79	3	50.00
ORGANIZATION	17	17.89	0	0
AUTONOMY	42	44.21	1	16.67
PARENTS	34	35.79	1	16.67
RELATIONS	46	48.42	4	66.67
MAINSTREAM	13	13.68	1	16.67
CLIMATE	49	51.58	3	50.00
CAREER	91	95.79	6	100.00
IMPROVEMENT	41	43.16	3	50.00
LIFESTYLE	70	73.68	3	50.00
INSTRUCTION	65	68.42	1	16.67
STUDENTS	74	77.89	3	50.00
REWARDS	54	56.84	6	100.00
EXPECTATIONS	42	44.21	2	33.33
TRAINING	72	75.79	6	100.00
VALUES	8	8.42	1	16.67